present number is quite insufficient. We are providing medals, for instance, which may be won by anybody. The object is simply to create a stimulus in the student.

Inspector-General of Education.—There is already provision for such scholarships, but the scholarships are based on the principle of merit combined with poverty. It is not the object to give merit scholarships to rich students. Monetary stimulus is not given to students anywhere.

Third Member of Council.—We make the scholarships available for merit and poverty combined.

Mr. Abbas Khan.—Before going further, I wish to know what amount is now spent on merit scholarships.

First Member of Council.—About Rs. 8,000.

Mr. Ananthiah.—Even in England and other advanced countries, merit scholarships are granted.

Inspector-General of Education.—This is a very ancient system. Most of these scholarships are given from endowment funds and not from Government funds. In the most advanced countries like America, you do not find them at all.

Dewan.—Noted.

SUBJECT No. 128.

Increase of pay to Head-Masters of Hindustani Schools.

Mr. Syed Khaja Peeran Sab, Muslim Association, Tarikere.

In *Malnad* tracts, teachers of Hindustani Schools are very poorly paid. Competent men, who have qualified themselves by passing the *Moulvi* examinations, do not therefore seek employment as teachers. Persons who have passed the *Moulvi* examinations may be appointed as Headmasters of the Hindustani Schools, with a starting pay of not less than Rs. 30 a month.

First Member of Council.—Under consideration in connection with the Educational Memorandum.

SUBJECT No. 129.

Transfers of teachers.

Messrs R. Gopalasamy Iyer, Bangalore City Municipality and A. Nanjundiah, Vadigenhalli Municipality.

Mr. Gopalasami Iyer.—The frequent transfers of teachers will have a prejudicial effect on the students. In the Madras Christian College for instance, the pupils are proud to be the students of particular Professors, for the reason that the Professors take very great care of the boys. If such teachers are transferred frequently from place to place, the education of the boys suffers and they will also not get as much benefit

as they would otherwise, had they studied under one teacher.

Another difficulty is that the teachers are transferred in the middle of the year much to the prejudice of the school itself. The teacher is often transferred on promotion to another school. If that promotion is given to him in the school in which he is working, that would be all right. He must be kept on in one school till he earns the maximum of his grade.

Mr. C. Srinivasa Rao.—Repeated transfers are not conducive to efficiency in teaching. A teacher should on no account be transferred in the middle of the school term.

Inspector-General of Education.—It is not possible always to keep a teacher in the same school and give him the benefit of the promotion from grade to grade. This will mean that all highly paid teachers will be kept in one school. But the 'principle' that the teachers should not be transferred frequently is agreed.

SUBJECT No. 130.

Text books in Primary and Secendary schools.

Messrs. C. Vasudeva Rao and T.B. Malle Gouda, Chikmagalur Taluk.

Mr. C. Vasudeva Rao.—Formerly, whatever text books were prescribed for English boys were prescribed for Indian boys also. Latterly, this wholesome principle appears to have been changed. The present practice is that text books dealing with Indian subjects published by Macmillian & Co. are prescribed for Indian boys. These books sometimes give very wrong information in regard to Indian mythology. The result is that Indian boys very often get distorted versions of puranic stories. Take for instance the story of Rama crying for the Moon in one of the *Readers*. There are some other similar instances. To prevent this, English books written for English boys alone should be prescribed in our primary and secondary schools.

Mr. Venkatesiah.—The objection to using the books referred to is quite correct. Our boys should know Indian stories and anecdotes. These are now studied by foreigners who have not caught the spirit of our traditions and are issued in distorted forms. The proposal is, instead of teaching falsehood to our boys, let them be taught English books prescribed for English boys. If, on the other hand, they are prepared by Indians, there will be no difficulty.

Mr. Krishna Sastry.—When this subject was brought forward some years ago, the Dewan said that